Abstract: Within the general framework of the concern for the general modernization of the system of learning, the school evaluation becomes, again, interesting. It works with a domain of present interest research. The work speaks about the characteristics of the assessment results.

Within the general framework of the concern for the general modernization of the system of learning, the docimology and its problems raise, again, a real interest for they aim at a great interest domain for researches. [15, p.27]

It is said that what, in fact, the exams measure in comparison with the professional requests, it is not only what the people are expected to do, but also, the level for their socially retribution. [11, p.15]

Referring to the errors, lacks, incoherence with the exams as seen by himself, G.de Landsheere speaks about the situations such as: "the conflict between learning and exam", „assessors misunderstandings” , „the infidelity of the same assessor”, „the lack of validity”, a.s.o. [7, p.17].

Docimology deals with the study of the results of the assessment characteristics. The concept is advanced by Henri Pieron in the year 1923: [13] „Docimology designates the systemic study of the exams (the system of marking, inter-individual and intra-individual variables of the assessors, subjective elements, etc.”

In Dicţionarul de Evaluare şi Cercetare în Educaţie, G. de Landsheere (1979) adds the preoccupation for the assessors and examined behaviour, thus extending the notion of docimology towards the psychological evaluation drawbacks. He also states that, at first, docimology oriented towards a negativist course, by criticizing the way of marking and exposing, at the experimental level, the lack of exams fidelity and validity. Later on, it entered into a constructive phase, trying to propose more objective methods and techniques of evaluation, or, at least, more rigorous, establishing means able to compare the marks, thus assuring more objectiveness. [16, p.37-56] Thus, the docimology became an entity corpus of concepts, principles, methods and techniques of correct examining, marking and assessing.

One point of view pleads for the docimology not to be considered a branch of psychology or pedagogy. It is considered, in the true sense of the word, by some authors, a science of the exams and contests, of means that contribute to the elaboration of a true and objective appreciation. [12, p.17]

Another orientation specifies that taking into account that the knowledge and ability measure takes place within the learning process, “the docimology must be treated as a branch of the modern pedagogy, the problems being solved in the perspective of the main duties of the school and teachers.” [8, p.11]

The preoccupations in this field widely contributed to the evaluation outlining. We can distinguish two distinct phases:

1. One phase, which finds its origin in H.Pieron’s work, mentioned above, is characterized by the accent on the examining technique and on the examining and marking system analysis.

   Being under the influence of the evolution in the field of testing and generally of psychological measurement, this phase sees the problem of examining and marking as a problem of quantification and measurement.

   This type of preoccupations conducted the discussion towards the evaluating and data statistic analysis techniques. We can mention as practical results of these preoccupations the introduction of the “docimologic tests” as more objective and rigorous alternatives to the traditional examining
practices; as well as the penetration in the assess sphere of some methods and techniques specific to
the psychological investigation: the systemic behaviour observation; the questionnaire: the activity
analysis; the interview; the content analysis; the pedagogical and/or psychosocial experiment.

On the other hand, the evaluation results analysis seen in a certain angle of validity and
fidelity criteria, led to the taking over, in the sphere of the school evaluation of the principles and
techniques on the creating and standardizing the evaluation systems, such as verifications, tests and the
usage of the statistic system of data analysis, estimation and interpretation.

The most important practical result of these preoccupations was the growth of the evaluation
comparability degree and a better standardizing of the marking systems. [18, p.18]

2. The second stage in the docimology preoccupations evolution has its origin in the
insufficiency of the means offered by the first one, namely in the remark that the validity and fidelity
of the marking and examining systems depend not only on the used technique, but also on a series of
other factors unsupplied to standardizing.

These are the factors that are tight to the concrete aspect of evaluation, the psychosocial
phenomena that join the act of evaluation: emotions, motivations, volitional processes, interpersonal
relations, attitudes, etc.

In parallel with the development of the evaluation techniques as measurement techniques, it
was more and more clear that a better technique can not assure by itself a more significant evaluation.
The effective application of an examination and marking technique is never impersonal or neutral and
the same, the students’ performance has never only exclusive cognitive and operational
determinations, but also affective-motivational and volitional determinations. Above all these, we
must add the influences of the evaluation social context.

In order to mark this new sphere of preoccupations, an even new term was proposed, namely
doxtology. J.Guillaumin considers that this concept has the mission to underline the interpersonal
aspect of marking, having as objectives the following:

- studying the inhibitory or stimulating effects of different forms of examinations;
- studying the emotional and intellectual reactions of the students against the teacher’s decisions;
- studying the influence brought by the teacher’s opinion about students opinion on the teaching
  process;
- studying the process of auto-marking, inter-marking, team-marking, lack of marking. [7, p.17]

One of the two directions the docimology carries on is the experimental one.

The object of preoccupation of this model refers to the marking system. The exams are studied
to identify the disturbing effects which can cause variations between marking.

The accent is put on the marks fidelity, exams validity, the sensibility of the evaluation means.

The lack of objectivity of the exams and of marking preoccupied researchers in many
countries. The critical observations brought to the experimental docimology by authors as: J.Bonniol,
to a series of effects that influence the marking process: the halo effect, Pygmalion effect, the personal
equation of the assessor [9, p.19], the contrast effect, the order effect, the logic mistake [5, p.184]

In Bonniol’s vision, [3] the assessor appears as being above the situation, he is compared to a
judge, the master of situation, uninvolved, studying the practical results of others.

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*Asist. univ. drd., Facultatea de Contabilitate și Finanțe Câmpulung Muscel, Universitatea „Spiru Haret”, București*